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ABSTRACT

The Vocational Inservice Program (VIP) for Public School Counselors in Oklahoma apprised counselors of the role of career development, vocational guidance, and vocational education and raised their awareness of the resources and opportunities available to them and their students. VIP was composed of three 2-day workshops that offered training for 16 comprehensive high school counselors. A pretest-posttest design was used, with an instrument developed for the study. The instrument consisted of 40, five-point Likert-scaled items followed by five open-ended questions about program expectations (pretest) or program outcomes (posttest). Results showed that VIP had a positive impact on the participants' perceptions with regard to career development, vocational guidance, and vocational education. Significant changes were found in counselors' perceptions about scheduling on and skills obtainable through vocational education, support and resources available, student career planning, and counselor role. (Thirteen references and two appendices are included: (1) Vocational Inservice Program for Counselors Workshops Pre-Workshop and Post-Workshop Surveys; and (2) VIP for Counselors Workshops Post-Workshop Survey.) (NLA)

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EDUCATING COUNSELORS IN VOCATIONAL GUIDANCE: The Process and the Outcomes in Oklahoma

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June, 1991

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EDUCATING COUNSELORS IN VOCATIONAL GUIDANCE:
The Process and the Outcomes in Oklahoma

Public school counselors have traditionally not been exposed to the areas of career development and vocational guidance. In an effort to strengthen counselors' skills in these areas, the Guidance Division of the Oklahoma Department of Vocational and Technical Education (ODVTE) developed a program titled "Vocational Inservice Program (VIP) for Public School Counselors." The intent of the program is to apprise public school counselors of the role of career development and vocational guidance in their programs, and to raise their awareness of the resources and opportunities available to them and their students. The intent of this study was to document changes in participants' perceptions of career development, vocational guidance and vocational education.

Background

Vocational guidance and career development have long been topics for public school counselors. "Career education" was the focus of counselors' attention in the 1970's and many studies of the perceptions held by counselors of career guidance and vocational education were completed. Hyde (1968) found that relationships existed between counselors perceptions of occupational education, and their occupational education knowledge, vocational guidance preparation and occupation information awareness. Matulis (1990), in a study of Illinois guidance personnel, found that where the individual's perceptions and attitudes toward vocational education were more positive, their guidance practices tended to be more positive. The role of counselors in vocational guidance has also been the subject of study (DiRusso, 1989; Kendall, 1984; Thomas, 1983; New York State Education Department, 1982; Stiegler, 1980; Indiana University, 1977).

A number of studies concerning the training and need for training of counselors in the area of vocational guidance have been conducted. In an Oklahoma study, Ward (1973) found that a "lack of communication and the development of stereotypes" had evolved between counselors and vocational teachers; a four-week counselor training program was developed and evaluated to address the problem. Ward's study recommended modification and continuance of the program.

Another study found that preservice counselor education was plentiful but not uniform and that counselors need to "to learn more about special needs students, community resources, job information, and career decision-making skills" (Downs, 1980). Downs further found that "Students needs for vocational guidance were frequently found to be inadequately met." A Michigan study (Manley, 1986) of the need for a statewide career/vocational guidance and job placement training center found that counselors perceived a high level of need for training in microcomputers, nonschool resources, new written material, and general inservice. Manley also found that those surveyed indicated that their strengths lay in

"serving those students whose backgrounds and ability tend to make them competitive in the academic tasks, while they are not helping those students who want to move into the labor market...."

In a study of Oklahoma counselors' attitudes towards vocational education, Gardner (1972) discovered that counselor attitudes were related to student attitudes; "The more positive counselor and administrator attitudes were related directly to better student scores [on the Attitude Toward Vocational Education Scale]." Students themselves perceived the counselor of little to no help or support as they made their enrollment decisions and career choices (Kendall, 1984).

Barriers to enrollment in vocational education, identified in 1982 by Scanlon, were perceived by counselors to include recruitment practices. One recommendation of the study was that schools place increased emphasis on student guidance and counseling. The most effective ingredients of secondary guidance programs which help students with vocational choices include flexibility in types of activities available to students, provision of vocationally-oriented experiences and contacts with postsecondary institutions (New York State Education Department, 1982).

The Program

VIP for Counselors was composed of three 2-day workshops which offered inservice training for comprehensive high school counselors. The VIP program provided relevant information on vocational programs and the vocational education system, appropriate vocational placement of disadvantaged and handicapped students, vocational student organizations, relationships with area vo-tech schools, the importance of equitable scheduling, awareness of the basic skills embedded in vocational programs, the importance of career counseling, career assessment for students, occupational trends, and other relevant topics.

Each 2-day session contained presentations from ODVTE administrators, educational program supervisors and practitioners; structured and informal sharing among participants; and school program and industry visits. Program completers were eligible for continuing education units approved for National Board of Counselor Certification and State Licensed Professional Counselor certification.

Methodology

The purpose of this study was to explore the VIP program's impact on the participants' perceptions of vocational education and vocational guidance. A pretest-posttest design was used, with the instrument being developed specifically for this study. Statistical analyses were conducted to determine the existence and nature of the relationship between the pre- and post-test scores in total, and on the specific constructs included in the instrument.

Items for the instrument were developed through brainstorming and review with the ODVTE Guidance division. The instrument consisted of 40, five-point Likert-scaled items followed by three to five open-ended questions about program expectations (pretest) or program outcomes (posttest) and four demographic items. Content validity was established through review of the items and constructs by a group of experts including vocational guidance and counselor educator personnel. It is important to note that all constructs contained a limited number of items, and that may or may not have impacted the statistical results. Items were randomly ordered. Reliability of the instrument was established through test-retest procedures conducted with the VIP participants prior to the start of the VIP program. The resulting coefficient of stability was 0.84.

The pretest instruments were distributed to participants in their final preconference mailing. Participants were instructed to complete this pretest form and bring it to the first session of VIP. The sixteen participants in the program all completed and turned in their pretest instruments. As instruments were turned in, each participant gave their instrument a code number. During the final session of the final program, the sixteen participants completed the posttest instrument, with the only changes being in the phrasing of the open-ended questions to make them applicable to the post-program environment. Participants again placed their code number on their posttest instrument as they submitted the instrument. Copies of both instruments may be found in Appendix A.

Analysis was completed using the SYSTAT statistical package. Items that were negatively stated in the instrument were transposed. The instruments were initially analyzed in total; given significance of these results with an alpha (α) of .05, the nine constructs which compose the total instrument were analyzed individually. The nine constructs analyzed were Funding Myths, Skill Myths, Scheduling Myths, Postsecondary Participation Myths, AVTS Awareness, Resources, Special Populations, Student Career Planning, and Counselor's Role.

Results

A description of the participants and their schools is found in Table 1.

Table 1. Participant Characteristics

CHARACTERISTIC	MEAN	RANGE	
		Minimum	Maximum
Enrollment - their School	469	90	1,100
Enrollment - their District	3,571	190	32,000
# of Years as Counselor	5	<1	18

The type of communities in which the counselors' schools are located included rural, urban and suburban, with the predominate type being rural. Eleven counselors represented rural districts, three represented suburban districts, and two were from urban districts.

The impact of the program was documented in a pre/post evaluation of participants' perceptions and knowledge. A dependent t-test between the pretest and posttest responses was calculated. An α of .05 was accepted prior to running any analysis.

Results from the analysis of the total Likert-scaled portion of the instrument are found in Table 2. The dependent t-test between pretest and posttest responses was significant ($t = -5.35$; $df = 15$; $p < .05$). This significance indicates that it was highly unlikely that the change in scores occurred by chance. The posttest mean increased, indicating that respondents were stronger about their agreement with the items on the posttest than in the pretest.

Table 2. Mean Scores, Standard Deviation and t-test on the Total Likert-scaled Portion of the Instrument

Test	Mean Score	Standard Deviation	t	p
Pretest	148.8	10.2	-5.35	*.00
Posttest	162.9	11.9		

*denotes significant results

The results of the analysis of the nine constructs are provided in Table 3. For six of the nine constructs, the t-test indicated that the change in scores from pretest to posttest was significant. These constructs are Skill Myths, Scheduling Myths, AVTS Awareness, Resources, Student Career Planning, and Counselor's Role. Review of the mean scores in each construct reveals that mean scores increased, an indication that responses showed more agreement with true circumstances and the perceptions being promoted through the VIP program. In addition, five of the six standard deviations decreased, indicating that participants, as a group, were becoming more consistent in their perceptions.

The three constructs for which no significant change in perceptions were found are Funding Myths, Postsecondary Participation Myths, and Special Populations. Two of these constructs contained the fewest number of items (three); the third contained four items. For all three constructs, the mean scores fell in the "neither agree or nor disagree" range and the standard deviation increased between the pretest and posttest. This change indicates increased disparity between the participants' responses following the VIP program.

Table 3. Mean Scores, Standard Deviation and t-test For Each Construct on the Likert-scaled Portion of the Instrument

Construct (# of items)	Test	Mean Score	Standard Deviation	t	p
Funding Myths (3)	Pretest	6.9	1.7	0.00	1.00
	Posttest	6.9	2.9		
Skill Myths (6)	Pretest	24.0	2.0	-3.89	*.00
	Posttest	25.9	2.5		
Scheduling Myths (5)	Pretest	18.6	3.5	-2.18	*.05
	Posttest	20.3	3.1		
Postsecondary Participation Myths (4)	Pretest	13.8	1.5	-1.55	.14
	Posttest	14.4	1.7		
AVTS# Awareness (4)	Pretest	15.6	1.9	-2.93	*.01
	Posttest	17.4	1.6		
Resources (4)	Pretest	16.3	1.8	-5.05	*.00
	Posttest	18.8	1.7		
Special Populations (3)	Pretest	9.9	1.6	-0.88	.40
	Posttest	10.4	1.9		
Student Career Planning (6)	Pretest	22.8	1.6	-3.63	*.00
	Posttest	25.3	3.2		
Counselor's Role (5)	Pretest	21.0	2.0	-4.50	*.00
	Posttest	23.6	2.0		

*denotes significant results
#Area Vocational Technical School

The open-ended questions covered five areas: gains realized through participation, unanticipated program benefits, most helpful sessions, least helpful sessions, and additional information/workshops topics desired. A complete listing of comments can be found in Appendix B.

The gains realized can be grouped into three categories: information/resources, contacts/networks, and understanding of vocational education and the vo-tech system. Information/resources items were most often listed, and were cited by every participant. References to vocational education were made next most often. Contact/network related comments were listed third most often, and one un-categorizable comment was given: "The knowledge that I need more training."

The most often stated unanticipated benefits were enthusiasm for career development and vocational guidance ("the enthusiasm I am feeling for the Career Development Program and ways I can implement one") and interaction/contacts with other counselors and vocational educators ("Interaction with other counselors." and "contacts and ideas..."). The most frequent response to the most helpful session question was "All"; eight of the sixteen participants responded in that manner. One individual stated "All vocational meetings are always good." The least helpful session question gathered only four responses; three of these identified different sessions from the six days of the program and one stated "All were helpful."

Several additional information/workshops topics were suggested. These included updates on the career/occupation information, and career guidance program development and techniques.

Participants also had the option of providing summary comments. Most of these comments can be represented by the following three quotes: "This was a great workshop. It was fun and informative"; "As a first year counselor, I appreciate the time and effort in setting up this program"; and "Thanks for giving me the opportunity to attend. I have always believed in vo-tech schools and am so glad to have the information provided. The fellowship with the other counselors was great!"

Implications

The implications of this study are clear: VIP for Counselors has a positive impact on the perceptions of participants with regard to career development, vocational guidance and vocational education. The quantitative analysis found significant changes in counselors' perceptions and knowledge of vocational education. In six of the nine targeted areas, participation in the presentations and activities of the program appears to have positively changed public school counselors' perceptions. Their perceptions with regard to myths about the impact of scheduling on and the skills obtainable through vocational education, the opportunities and support available at AVTSs, resources readily available to assist counselors with career development and vocational guidance, components of student career planning, and their role as counselor all became more positive by the end of the program.

The three areas in which no significant change in perceptions was found are of importance. Myths about the funding of vocational education, the postsecondary participation of vocational students and the nature of special populations have colored the view of vocational education and vocational guidance for many educators. The increased standard deviation may indicate that the information presented only served to polarize participants' perceptions, reinforcing misconceptions and reality alike. Taken together, results for these three items may indicate a need for more attention to these topics, or more clarity in the presentations. They may simply indicate that the number of items representing these were not adequate to measure a change.

The qualitative information, although primarily included for program developers use only, gives evidence to support and enhance the statistical data. Participants indicated that they did receive a great deal of information and that they now had more resources available to them for their school. They further indicated that they had a fuller understanding of vocational education, the vocational education system and "vo-tech opportunities for students." The tone of the comments was positive, and only small number of participants in the program deemed any session of little help. The opportunity for counselors to meet with other counselors also seemed to be extremely important for the participants. One major overall impact of the program, as taken from the comments, was the development and/or reinforcement of a positive image of vocational education.

This study holds distinct implications for this program and future programming of this type. Of principal interest to those responsible for VIP is that reason exists for continuing with future plans for VIP for Counselors; the program appears to have an immediate positive impact on participants perceptions.

The special populations, postsecondary participation, and funding components of the program should be reviewed in light of the lack of evidence of positively-impacted perceptions. Items on the pretest/posttest instrument pertaining to these sections should also be reviewed to insure that they are representative of the program's content in these areas. The entire instrument should be reviewed as the program is modified. Anecdotal information from the open-ended questions, along with the quantitative data, should be reviewed by VIP program managers for ideas to improve upcoming programs.

Additional study should include follow-up of participants six months following the program to determine if the program has lasting impact.

Conclusion

The VIP for Counselors program is making strides toward reaching its goals of informing public school counselors about career development and vocational guidance, and raising public school counselors' awareness of the resources and opportunities available to them and their students. The content of the program should receive continuing review, as should the instrument used to gauge the participants' perceptions. In view of the impact it has made and the awareness it has created, VIP for Counselors deserves continued support and promotion to all public school counselors.

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APPENDIX A

VOCATIONAL INSERVICE PROGRAM

FOR COUNSELORS WORKSHOPS

PRE-WORKSHOP SURVEY

January 1991

Oklahoma Department of Vocational and Technical Education
Stillwater, Oklahoma

VOCATIONAL INSERVICE PROGRAM FOR COUNSELORS WORKSHOP
PERCEPTIONS OF VOCATIONAL EDUCATION IN OKLAHOMA

A. Please circle the number which corresponds to the extent to which you agree/disagree with each of the following statements.

LEVEL OF AGREEMENT				
5 = strongly agree	**4 = agree**	**3 = neither agree nor disagree**	**2 = disagree**	**1 = strongly disagree**

EXAMPLE	**a. Schools should provide career counseling.**	**5**	**4**	**3**	**2**	**1**
1.	Sources of up-to-date career information, educational information and Oklahoma-specific occupational information is available to counselors through the Department of Vocational and Technical Education (ODVTE).	5	4	3	2	1
2.	All comprehensive high school agriculture and home economics programs are vocational programs supported by the Oklahoma Department of Vo-tech.	5	4	3	2	1
3.	AVTS programs get more money than comprehensive high school programs for vocational programs.	5	4	3	2	1
4.	"College-prep" courses should be scheduled opposite vocational courses.	5	4	3	2	1
5.	Local industry input is sought by area vocational-technical schools (AVTS) on industry/technical program concerns.	5	4	3	2	1
6.	Assessment services should be directed towards at-risk students.	5	4	3	2	1
7.	Print and audiovisual career guidance materials are available to all Oklahoma educators at the Oklahoma Vocational Education Resource Center.	5	4	3	2	1
8.	High school course planning decisions should incorporate career information/planning.	5	4	3	2	1
9.	The development of an IEP insures the best educational program for a student.	5	4	3	2	1
10.	Course scheduling can set up a barrier to students who would like to take vocational education courses.	5	4	3	2	1
11.	Assessment services are valuable to all students.	5	4	3	2	1
12.	Today's students will need the skills of flexibility and adaptability to be successful in society.	5	4	3	2	1

		LEVEL OF AGREEMENT 5 = strongly agree 4 = agree 3 = neither agree nor disagree 2 = disagree 1 = strongly disagree				
13.	Help with designing and implementing an assessment program is available through the ODVTE.	5	4	3	2	1
14.	Career planning and decision-making activities for students will reduce students' school schedule changes.	5	4	3	2	1
15.	The counselor should be aware of employment trends in business and industry.	5	4	3	2	1
16.	Skills for a variety of occupations are taught within each occupational area.	5	4	3	2	1
17.	AVTSs provide specialized training for local industry to meet their individual training needs.	5	4	3	2	1
18.	Listings of job tasks by occupation can help students explore and discuss future employment options.	5	4	3	2	1
19.	"At-risk" students include students who do not have identified career goals.	5	4	3	2	1
20.	Career counseling should be an important component of a comprehensive guidance program.	5	4	3	2	1
21.	Vocational curriculum is developed with input from industry.	5	4	3	2	1
22.	Vocational agriculture courses should be scheduled opposite vocational home economics courses.	5	4	3	2	1
23.	Participation in vocational programs limits a student's ability to continue in a postsecondary education program.	5	4	3	2	1
24.	Vo-tech education receives higher levels of state funding than common education.	5	4	3	2	1
25.	Resources and support for working with at-risk students are available through the Vo-tech system.	5	4	3	2	1
26.	Vocational education courses are an important part of a total educational program.	5	4	3	2	1
27.	Assessment should be a basic component of career counseling.	5	4	3	2	1
28.	Skills acquired during the completion of a vocational education program can be the first two years of an articulated 4-year program which leads to a postsecondary degree or certificate.	5	4	3	2	1

LEVEL OF AGREEMENT 5 = strongly agree 4 = agree 3 = neither agree nor disagree 2 = disagree 1 = strongly disagree						
29.	Most vocational students go to college to obtain vocational education teaching credentials.	5	4	3	2	1
30.	Local industry is actively involved with the AVTSs.	5	4	3	2	1
31.	Area school programs duplicate comprehensive school programs.	5	4	3	2	1
32.	The individual school counselor should be the access point to career information for students.	5	4	3	2	1
33.	College-bound students should follow a totally different course sequence than vocational students.	5	4	3	2	1
34.	Students develop leadership skills through participation in vocational education programs.	5	4	3	2	1
35.	Students are better able to make informed career choices as a result of vocational assessment.	5	4	3	2	1
36.	Most secondary vocational students go directly to work after high school.	5	4	3	2	1
37.	Basic academic math, communication, and science skills are reinforced through vocational education courses.	5	4	3	2	1
38.	Area school placement is always appropriate for students who have IEPs.	5	4	3	2	1
39.	All vocational programs are able to certify students' competency to industry standards.	5	4	3	2	1
40.	Comprehensive high school vocational agriculture and home economics programs provide students with job skills.	5	4	3	2	1

B. **Please answer the following questions.**

1. What are three things that you hope to gain from participating in this Counselor Workshop series?

   1._____

   2._____

   3._____

2. What resources do you currently use for career counseling?

   _____

   _____

   _____

   _____

   _____

C. **To help us target future counselor workshops, please tell us a little more about you, your school, and your community by filling in the answers to the following questions in the blanks provided.**

_____ 1. Approximate number of students in your school

_____ 2. Approximate number of students in your school district

_____ 3. Number of years you have been a school counselor

_____ 4. Type of community (Rural, Urban, Suburban, etc.)

D. **If you would like to make any other comments about this survey or the program you are about to take part in, please feel free to write them here.**

_____

_____

_____

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VOCATIONAL INSERVICE PROGRAM (V.I.P.)

FOR COUNSELORS WORKSHOPS

POST-WORKSHOP SURVEY

April 1991

Oklahoma Department of Vocational and Technical Education
Stillwater, Oklahoma

VOCATIONAL INSERVICE PROGRAM FOR COUNSELORS WORKSHOP
PERCEPTIONS OF VOCATIONAL EDUCATION IN OKLAHOMA

A. Please circle the number which corresponds to the extent to which you agree/disagree with each of the following statements.

LEVEL OF AGREEMENT
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EXAMPLE	**a. Schools should provide career counseling.**	**5**	**4**	**3**	**2**	**1**
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3.	AVTS programs get more money than comprehensive high school programs for vocational programs.	5	4	3	2	1
4.	"College-prep" courses should be scheduled opposite vocational courses.	5	4	3	2	1
5.	Local industry input is sought by area vocational-technical schools (AVTS) on industry/technical program concerns.	5	4	3	2	1
6.	Assessment services should be directed towards at-risk students.	5	4	3	2	1
7.	Print and audiovisual career guidance materials are available to all Oklahoma educators at the Oklahoma Vocational Education Resource Center.	5	4	3	2	1
8.	High school course planning decisions should incorporate career information/planning.	5	4	3	2	1
9.	The development of an IEP insures the best educational program for a student.	5	4	3	2	1
10.	Course scheduling can set up a barrier to students who would like to take vocational education courses.	5	4	3	2	1
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33.	College-bound students should follow a totally different course sequence than vocational students.	5	4	3	2	1
34.	Students develop leadership skills through participation in vocational education programs.	5	4	3	2	1
35.	Students are better able to make informed career choices as a result of vocational assessment.	5	4	3	2	1
36.	Most secondary vocational students go directly to work after high school.	5	4	3	2	1
37.	Basic academic math, communication, and science skills are reinforced through vocational education courses.	5	4	3	2	1
38.	Area school placement is always appropriate for students who have IEPs.	5	4	3	2	1
39.	All vocational programs are able to certify students' competency to industry standards.	5	4	3	2	1
40.	Comprehensive high school vocational agriculture and home economics programs provide students with job skills.	5	4	3	2	1

B. **Please answer the following questions.**

1. What three things did you gain from participating in V.I.P. for Counselors?

   1._____

   2._____

   3._____

2. What unanticipated benefits did you receive from participating in V.I.P. for Counselors?

   _____

   _____

   _____

   _____

   _____

3. Which sessions were most helpful to you in your work?

   _____

   _____

   _____

   _____

4. Which sessions were least helpful to you in your work?

   _____

   _____

   _____

   _____

5. What topics would you like additional information on? additional workshops on?

   _____

   _____

   _____

   _____

C. **To help us target future counselor workshops, please tell us a little more about yourself, your school, and your community by providing answers to the following questions in the blanks provided.**

_____ 1. Approximate number of students in your school

_____ 2. Approximate number of students in your school district

_____ 3. Number of years you have been a school counselor

_____ 4. Type of community (Rural, Urban, Suburban, etc.)

D. **If you would like to make any other comments about this survey or the program you are about to take part in, please feel free to write them here.**

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THANK YOU !

APPENDIX B

V.I.P. FOR COUNSELORS WORKSHOPS
POST-WORKSHOP SURVEY

B.1.What three things did you gain from participating in V.I.P. for Counselors?

*Information (lots)
*Resources (people and print)
*New ideas - enthusiasm
*Information about the importance of vo-tech
*Career information and assessment material.
*Career information with regards to development.
*Better understanding of vo-tech program.s
*Information obtained to implement in my school.
*Information to develop programs to help outside "students in my school."
*Knowledge of vocational department functions.
*Knowledge of industry needs & requirements.
*Knowledge of better counsel techniques & programs.
*Knowledge about the Oklahoma Career Search.
*Assessment
*Information on Carl Perkins.
*Career information - employment trends, skills required.
*Valuable information on information & materials available through ODVTE.
*Vo-tech program locations.
*Career knowledge
*Guidance knowledge
*People knowledge
*The necessity of upgrading the concept of vo-tech to others.
*The interrelatedness of the vo-tech offerings and life skills.
*The knowledge that I need more training.
*A better understanding of vo-tech opportunities for students.
*Who can participate in vo-tech.
*Job training programs for vo-tech students.
*Aid in setting up career development counseling.
*Career search for students.
*Vocational options for students to be able to learn a skill to help pay for higher education.
*Meeting new people in new areas of state department.
*Meeting people in industry.
*Meeting people from other schools and finding out that all of us have the same goals for students.
*I gain knowledge about vocational education.
*Carl Perkins money
*Counseling SOICC
*New knowledge of offerings.
*New knowledge of personnel.
*Lots of information on setting up programs/funding/general information from the other counselors.

*New friends.
*Contact points with industry - resources.
*How important it is to let students know about technical skills.
*Opportunities for training in vo-tech.
*Opportunities for jobs after vo-tech training
*Basic educational skills in job market.

B.2. What unanticipated benefits did you receive from participating in V.I.P. for Counselors?

*Probably the enthusiasm I am feeling for Career Development Programs and ways I can implement one.
*Interaction with other counselors.
*The knowledge organization to share with teachers and administrations in my school to implement applied courses for our students.
*Contacts and ideas with other counseling program.
*Talking with G.M. training representative. Meeting vocational persons from different departments.
*Enthusiasm for career education and guidance programs evolving state-wide. The career opportunities and information through graphic arts.
*People knowledge.
*A reassessment of my views about who, why, and for what reasons one should take vocational/technical courses.
*The field trips to area vo-techs and other institutions.
*The above three items and tour of the various facilities.
*The wealth of help and information available for schools. When I found out Meridian Avenue **does not** go North all the way to Memorial Avenue...
*Career search computer.
*Meeting new friends.
*Meeting other counselors and sharing and finding out they have same problems at school.

B.3. Which sessions were most helpful to you in your work?

*Career development, assessment, last session.
*First and last
*Everyone
*All
*I enjoyed all of the sessions.
*Discovering first-handed what characteristics industry looks for and the employment trends. Also, applied courses that are available.
*All
*I very much enjoyed the state department individual section directors input
*All were a great help to me.
*Tulsa County Vo-Tech tour; St. Francis tour; G.M. tour; Oberlin World Color Press tour; career development

*All vocational meetings are **always** good.
*April 4-5, 1991
*Assessment; career planning; Tulsa Vo-Tech tour
*Anything dealing with setting up a new program. All of it!
*All - being first year full-time counselor.
*GMC Training Center; School guidance program

B.4. Which sessions were least helpful to you in your work?

*Second
*Health Careers; graphics arts; panel information from state vo-tech
*The trip through St. Francis Hospital.
*All were helpful.

B.5. What topics would you like additional information on? additional workshops on?

*Carl Perkins, Career Guidance
*Updates on career trends.
*Career Guidance. Building a comprehensive counseling program.
*Funding/techniques

D. If you would like to make any other comments about this survey or the program you are about to take part in, please feel free to write them here.

*This was a great workshop. It was fun and informative. Kelly & Belinda, you did a fantastic job of organization.

*Thanks for choosing me!

*As a first year counselor, I appreciate the time and effort in setting up this program.

*I think that classroom teachers, students, parents, etc., need to have access to this type of information, especially on Careers and ont he fact. That industry wants people who can read, write, talk, and want arithmetic.

*Thanks for giving me the opportunity to attend. I have always believed in vo-tech schools and am so glad to have the information provided. The fellowship with the other counselors was great!